



UNIVERSAL STUDENT PROFILE DOCUMENT (USPD)

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STUDENT REGISTRATION FORM

The learner must complete as much information on this form as possible. Required information is identified with an asterisk (*). All data on this form must be entered into the NRS Web-based data system.

All learners must sign and date the release. If a learner refuses to sign, the program may not serve the individual.

Identify general demographic information for all learners attending the program.

Identify the learner's number. The learner number is unique and assigned by the data system or locally.

Identify the exit date for learners who leave or complete the program.

VIRGINIA DEPARTMENT OF EDUCATION
ADULT STUDENT REGISTRATION FORM

YOUR PROGRAM NAME _____
ADDRESS LINE 1 _____
ADDRESS LINE 2 _____
CITY, STATE, ZIP CODE _____
CONTACT NUMBERS _____
E-MAIL OR WEB ADDRESS _____

RELEASE OF INFORMATION
By participating in this local, state, and federally sponsored Adult Education program, I agree to the release of my information, including social security number, if provided, to the Virginia Department of Education (VDOE). Required information for learner participation is indicated with an asterisk (*). This information may be used for research and analysis purposes during this year or future years. VDOE and the local program provide security for this information. Unless otherwise noted, only VDOE or the local program will have exclusive access to this information.

Signature _____ Date _____

DEMOGRAPHIC INFORMATION (PLEASE PRINT CLEARLY)

REGISTRATION DATE* _____ Social Security Number _____

DATE OF BIRTH* _____

RELEASED FROM COMPULSORY ATTENDANCE* ☐
(Required for anyone under 18 - official documentation must be provided)

LAST NAME* _____
FIRST NAME* _____
MIDDLE NAME/INITIAL* _____
Address _____
Address _____
Apt # _____
City/County _____
State _____
ZIP CODE* _____

AREA (Check One)* Rural ☐ Urban ☐

Home Phone _____
Work Phone _____
Other Phone _____
Email Address _____
LAST GRADE COMPLETED* _____
Country of Origin _____
How did you hear about the program? _____

GENDER (Check One)*
☐ Female
☐ Male

ETHNICITY (Check One)*
☐ American Indian or Alaskan Native
☐ Asian
☐ Black or African American (non-Hispanic)
☐ Hispanic or Latino
☐ Native Hawaiian or Other Pacific Islander
☐ White (non-Hispanic)

EMPLOYMENT STATUS (Check One)*
☐ Employed
☐ Unemployed (in labor force)
☐ Unemployed (not in labor force)

CURRENT STATUS (Check All that Apply)*
☐ Community Correction Program
☐ Correctional Facility
☐ Disabled
☐ Homeless
☐ On Public Assistance
☐ Low Income Status
☐ Unemployed Homeowner
☐ Single parent Status
☐ Unemployed Worker
☐ Learning Disabled Adult

DOE AND LOCAL USE ONLY

Student No. _____

Exit Date _____

PROGRAM TYPE
☐ Distance Learning
☐ CLU/CLAS
☐ Family Literacy
☐ Basic Instructional
☐ Other Institutional Setting
☐ Workforce Literacy
☐ GED

PAYMENT INFORMATION (If Applicable)

DATE	AMOUNT	TYPE	NUMBER

TYPE: 1 - CASH; 2 - CHECK; 3 - CREDIT CARD;
4 - MONEY ORDER; 5 - OTHER

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Identify local program contact information in this space, including name, address, and telephone numbers.

Identify the social security number (SSN) for the learner. The SSN is not required for participation. (Leave blank if not provided by the learner.)

Identify learner statuses. Statuses are grouped by major categories: gender, ethnicity, employment, and current other statuses. (These should be checked by the learner.)

Identify total payment by learners for program participation, if applicable.

Identify the type of specialized program the learner is participating in or being funded by. (All learners are assumed to be ABE participants.)

STUDENT LEARNING PLAN

The student learning plan is completed by the learner within the first six hours of program attendance. Through counseling and review by the staff, this information should be identified by the learner. The information should be reviewed for completeness and accuracy.

Identify the number assigned by the local GED testing center. If this number is different from the social security number, it should be identified here.

Identify contact information when contacting students who have exited the program or upon a review/update of the student learning plan.

Identify the method(s) used to contact the learner.

Identify the learner name and number on the form to coordinate with all other learner documentation.

Staff identify the goals the student has set for their individual program, based on the results of developing the student learning plan. A set date and a target date should initially be entered. All students must have the goal to increase functioning level set annually. Met dates should be assigned once the goal is completed.

Identify the number assigned by the post-secondary education or training program (if applicable). If this number is different from the social security number, it should be entered here.

STUDENT LEARNING PLAN																																																															
STUDENT NAME _____		STUDENT NO. _____																																																													
My goals for attending include the following:																																																															

The strategies I will take to complete my goals include:																																																															

The resources I need to complete my goals include:																																																															

The way(s) I will demonstrate completing my goal(s):																																																															

<table border="1"> <thead> <tr> <th>GOAL INFORMATION - DOE USE ONLY</th> <th colspan="3">DATE</th> </tr> <tr> <th>PRIMARY NRS</th> <th>SET</th> <th>TARGET</th> <th>MET</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/> Increase Educational Functioning Level</td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Obtain GED* <input type="checkbox"/> Score on File (not on file)</td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Adult HS Diploma</td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> EDP Credential</td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Place in Postsecondary Education**</td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Enter Employment</td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Retain Employment</td> <td></td> <td></td> <td></td> </tr> <tr> <td>SECONDARY NRS</td> <td>SET</td> <td>TARGET</td> <td>MET</td> </tr> <tr> <td><input type="checkbox"/> Increase Involvement in Child's Education</td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Increase Involvement in Child's Literacy Activities</td> <td></td> <td></td> <td></td> </tr> <tr> <td>STATE</td> <td>SET</td> <td>TARGET</td> <td>MET</td> </tr> <tr> <td><input type="checkbox"/> Obtain Career Readiness Certificate (CRC)</td> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> Obtain Citizenship</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				GOAL INFORMATION - DOE USE ONLY	DATE			PRIMARY NRS	SET	TARGET	MET	<input type="checkbox"/> Increase Educational Functioning Level				<input type="checkbox"/> Obtain GED* <input type="checkbox"/> Score on File (not on file)				<input type="checkbox"/> Adult HS Diploma				<input type="checkbox"/> EDP Credential				<input type="checkbox"/> Place in Postsecondary Education**				<input type="checkbox"/> Enter Employment				<input type="checkbox"/> Retain Employment				SECONDARY NRS	SET	TARGET	MET	<input type="checkbox"/> Increase Involvement in Child's Education				<input type="checkbox"/> Increase Involvement in Child's Literacy Activities				STATE	SET	TARGET	MET	<input type="checkbox"/> Obtain Career Readiness Certificate (CRC)				<input type="checkbox"/> Obtain Citizenship			
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ASSESSMENT INFORMATION

STUDENT ASSESSMENT INFORMATION

STUDENT NAME _____ STUDENT NO. _____

NRS ACCOMMODATIONS
 IDENTIFY ALL ACCOMMODATIONS GRANTED AND TEST-TAKING AIDS USED DURING TESTING:

APPROVED ACCOMMODATIONS		TEST-TAKING AIDS
<input type="checkbox"/> Extended Time _____ 1/2x _____ 2x _____	<input type="checkbox"/> Scribe	<input type="checkbox"/> Magnifying Glasses/Lenses
<input type="checkbox"/> Private Room	<input type="checkbox"/> Audio Version	<input type="checkbox"/> Overlays
<input type="checkbox"/> Use of Calculator (Standard or Talking)	<input type="checkbox"/> Braille Version	<input type="checkbox"/> Straightedge
<input type="checkbox"/> One Testper Day	<input type="checkbox"/> Large Print Version	<input type="checkbox"/> Handwritten Notes
		<input type="checkbox"/> Magnifiers

Certified Assessor Name _____ Assessment Date _____
 Certified Assessor Name _____ Assessment Date _____
 Certified Assessor Name _____ Assessment Date _____

NO.	DATE	TYPE	SUBJECT	FORM LEVEL	PREP POST	SCALE SCORE	BFL	ACCOR
1								<input type="checkbox"/>
2								<input type="checkbox"/>
3								<input type="checkbox"/>
4								<input type="checkbox"/>
5								<input type="checkbox"/>
6								<input type="checkbox"/>
7								<input type="checkbox"/>
8								<input type="checkbox"/>
9								<input type="checkbox"/>
10								<input type="checkbox"/>
11								<input type="checkbox"/>
12								<input type="checkbox"/>

Test	Date	Form	Scale Score	Passed	Date	Form	Scale Score	Passed
Language Arts - Writing				<input type="checkbox"/>				<input type="checkbox"/>
Social Studies				<input type="checkbox"/>				<input type="checkbox"/>
Science				<input type="checkbox"/>				<input type="checkbox"/>
Language Arts - Reading				<input type="checkbox"/>				<input type="checkbox"/>
Mathematics				<input type="checkbox"/>				<input type="checkbox"/>
Total				<input type="checkbox"/>				<input type="checkbox"/>

NUMBER	DATE	TYPE	SUBJECT	FORM LEVEL	PREP POST	SCALE SCORE
1						
2						
3						
4						
5						

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Identify each of the approved accommodations granted for learners.

Identify the certified assessor(s) for each NRS assessment administered to the learner.

Identify the learner name and number on the form to coordinate with all other learner documentation.

Identify each of the test-taking aids used by learners (if applicable).

Identify each of the approved NRS assessments completed by the learner.

Identify each OPT complete battery or individual test completed by the learner.

Identify any non-NRS approved assessments completed by the learner.

CLASS ENROLLMENT AND ATTENDANCE

STUDENT CLASS ENROLLMENT AND ATTENDANCE

STUDENT NAME _____ STUDENT NO. _____

ENROLLMENT

Class # _____	Start Date _____	End Date _____
Class # _____	Start Date _____	End Date _____
Class # _____	Start Date _____	End Date _____
Class # _____	Start Date _____	End Date _____

ATTENDANCE – CONTACT HOURS

DAY	JUL.	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUN.	TOTAL
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
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26													
27													
28													
29													
30													
31													
TOTAL													

I certify that the hours reported are correct and accurate.

Staff Signature _____ Date _____

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Identify each class the learner enrolls in during the program.

Identify the learner name and number on the form to coordinate with all other learner documentation.

Identify the learner's attendance across all classes for the entire fiscal year. Hours should be cumulative on days when a learner attends more than one class.

Staff working with the learner certify by signature that hours are correct and accurate.

A

Accommodations: Alteration to test taking requirements that provide an opportunity for learners to complete an assessment in a manner that accounts for a disability. Extended time and private rooms are common accommodations.

Address: The physical or mailing address of a learner, include street number and name or post office box.

Adult Basic Education (ABE): Programs and services that target adults functioning below the ninth grade level based on an approved assessment.

Adult High School Diploma: A high school credential option that enables an adult no longer enrolled in public education to complete the required courses/activities to earn an Adult High School diploma, with the local high school scheduling classes and determining course requirements in accordance with standards established by the state.

Adult Secondary Education (ASE): Programs and services that target adults functioning at or above the ninth grade level based on an approved assessment

Apartment Number: The apartment number of the learner.

Area - Rural (residency status): A learner who resides in a place with a population of less than 2,500 that is not near any metropolitan area with a population greater than 50,000 or in a city with adjacent areas of high density.

Area - Urban (residency status): A learner resides in a place with a population of 50,000 or more, or in a city with adjacent areas of high density.

Assessment: Method of measuring learner progress, including state approved assessments, non-approved testing, staff evaluation, and self-reporting of learners.

Assessment Date: The official date that a learner completes an assessment of educational ability, skill mastery, or competency.

Attendance: Time reported in hours that accumulates from learner participation in an approved adult education program.

C

Career Readiness Certificate (CRC): A workforce readiness/development certification that identifies a learner's ability or skill level in a variety of occupations or industries. The certificate requires completion of the WorkKeys assessment.

Certified assessor: An individual who has completed state-approved training (locally or with state staff) to manage the local assessment program, including the following areas: test security, administering and scoring specific tests, and interpreting test results.

Citizenship: Completion of the process to become a naturalized citizen of the United States. Many adult education programs provide preparation classes as part of their EL/Civics grant activities.

City or County: The city or county where the learner or staff reside.

Class Number: Local program or data system defined number that uniquely identifies an individual class.

Community Correction Program: A community-based rehabilitation facility or halfway house.

Contact hours: Those hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning. Specific policy guidelines identify what may or may not be counted.

Correctional Facility: Any prison, jail reformatory, work farm, detention center, or any other similar Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders.

Country of Origin: The native country identified by foreign-born learners.

D

Date of Birth: The official date a learner was born.

Disabled: The learner has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.

Distance Learning: The learner has been matched with a teacher, tutor, or volunteer with whom he/she has regular interaction with regard to the content of the distance learning curriculum, and who provides support throughout the distance learning experience. Distance learning is characterized by all of the following:

- A separation of place and/or time between the learner(s) and the instructor.
- The use of standardized curriculum.
- The delivery of education or training that employs technology in at least one of the following four categories:
 - *Computer Technology*, such as the Internet or CD-ROM.
 - *Video Technology*, such as videoconferencing, cable, satellite linkage, and videotapes.
 - *Audio graphic Technology*, such as radio and audiotapes.
 - *Telephone Technology*, such as teleconferencing.
- Support by a tutor, including help with content and assistance with technology, on line, on the telephone, or in person.

Displaced Homemaker: The learner has been providing unpaid services to family members in the home, has been dependent on the income of another family member but is no longer supported by that income, and is unemployed or underemployed and experiencing difficulty obtaining or upgrading employment.

Dislocated Worker: A learner who receives an individual notice of pending or actual layoff from a job, or a learner who receives a publicly announced notice of pending or actual layoff.

E

Educational Functioning Level (EFL): A measure of learner acquisition of literacy skills within three educational functioning level descriptors: Basic Reading and Writing Skills, Numeracy Skills, and Functional and Workplace Skills. The educational functioning level descriptors provide a range of skills a learner may possess at the respective level. The twelve educational functioning levels are organized in three categories:

- Adult Basic Education (ABE)
 - ABE Beginning Literacy
 - ABE Beginning Basic Education
 - ABE Intermediate Low
 - ABE Intermediate High
- Adult Secondary Education (ASE)
 - ASE Low
 - ASE High
- English as a Second Language (ESL)
 - ESL Beginning Literacy
 - ESL Low Beginning
 - ESL High Beginning
 - ESL Intermediate Low
 - ESL Intermediate High
 - ESL Advanced

Email Address: Unique address established with an Internet provider to send correspondence electronically to a learner.

Employed: Learners who work as paid employees, who work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent, such as those on furlough, maternity leave, or short-term disability leave.

English as a Second Language (ESL): Programs and services that target those limited English proficient (LEP) learners who have a focus on improving English communication skills in the instructional areas of speaking, reading, writing, and listening.

English Literacy/Civics (EL/Civics): Programs that provide or increase access to English literacy programs linked to civics education for learners of limited English proficiency (LEP).

Ethnicity: Self-identified by the learner (observer identified if self-identification is not practicable or feasible) applying the following categories according to the federal definitions:

- American Native or Alaskan Native – A person who has origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community attachment.
- Asian – A person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g. Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam)
- Native Hawaiian or Pacific Islander – A person who has origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as Hawaii, Guam, or Samoa.
- Black or African American (non-Hispanic) – A person who has origins in any of the Black racial groups of Africa but not of Hispanic culture or origin.
- Hispanic or Latino – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture of origin, regardless of race.
- White (non-Hispanic) – A person who has origins in any of the original peoples of Europe, North Africa, or the Middle East but not of Hispanic culture or origin.

Exit Date: The official date assigned to a learner who is no longer attending the program.

External Diploma Program (EDP): A program developed for adults, 21 and above, who have not had recent schooling or test taking experience but now have acquired high school level academic skills in other than curriculum-based programs. It is an adult applied-performance, competency-based assessment program that awards an adult high school diploma to skilled adults who have acquired many of their high school level abilities in a series of simulations that parallel job and life situations.

F

Family literacy: A program with a literacy component for parents and children or other inter-generational literacy components.

Fast Track GED: A GED preparation program for adult secondary learners that provides an accelerated pace of instruction before completing the Official GED Tests.

First Name: The first name of a learner.

Follow-up Type: The method of contacting learners who are no longer attending the program. Methods may include telephone calls, email, post cards, or written letters.

G

Gain: The learner completes or advances one or more educational functioning levels (EFLs) from the starting level measured by an approved assessment.

Gender: The learner identifies as male or female.

General Adult Education (GAE): An annual state source of funding that provides grant monies in support of adult ESL, GED, EDP, and adult high school diploma programs.

General Educational Development (GED): A battery of five tests that measure the skills considered as major outcomes of a high school education. The tests focus on the major use of skills and concepts rather than upon recall of specific facts. The questions focus on the general abilities to analyze, evaluate, and draw conclusions. Certificates are awarded in Virginia to learners who attain passing scores on each subject test and a total passing score. The subject areas of the test are as follow:

- Test 1: Language Arts - Writing
- Test 2: Language Arts - Reading
- Test 3: Science
- Test 4: Social Studies
- Test 5: Mathematics

GED Testing Number: A unique identifying number assigned to a learner before completing the Official GED Tests. This number may be a social security number or testing center specific number. Length and composition of the number may vary.

Goals: Information collected at intake describing the main or secondary reasons that a learner enrolled in the adult education program. There are three types of goals: NRS, state, and personal.

H

Homeless: Learners who lack a fixed, regular, nighttime residence or have a residence that is

- A publicly supervised or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill),
- An institution that provides temporary residence for individual intended to be institutionalized, or
- A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This term does not apply to any individual that is imprisoned.

Home Phone: A ten-digit number used to contact a learner's residence.

I

Increase Educational Functioning Level: Identification of a change in a learner's knowledge and ability from an educational level to one or more higher levels through completion of an approved NRS assessment once a set time period of instruction has been completed.

Increase Involvement in Child's Education: Learner increases involvement in the education of dependent children under his or her care, including:

- Helping children more frequently with their school work,
- Increasing contact with children's teachers to discuss children's education, or
- Having more involvement in children's school, such as attending school activities and parent meetings and volunteering to work on school projects.

Increase Involvement in Child's Literacy Activities: Learner increases involvement in the literacy-related activities of dependent children under his or her care, including:

- Reading to children,
- Visiting a library, or
- Purchasing books or magazines for children.

L

Last Grade Completed: The highest grade a learner has officially completed. The value for foreign-born learners may differ from native-born learners.

Last Name: The last name of a learner.

Learning Disabled Adult: Learner with an IQ in the low-average and above level (70+ to any level) who has deficits (related to neurological impairments) in capacity in defined limited areas; this can include dyslexia (reading disability), dysgraphia (writing disability), and dyscalculia (math disability). The learner has a history of previous educational efforts.

Low Income Status: The learner is a member of a family who receives a total family income in the six months prior to enrollment of 70 percent of the income level standard for a family of that size, or the learner is receiving or is a member of a family who is receiving cash assistance payments from Federal or State agencies or food stamps, or the learner can be designated as homeless under the McKinney Act.

M

Met Date: The specific date the learner completed the designated goal.

Middle Name: The middle name or initial of a learner.

N

Non-NRS Assessment: Any non-approved test or evaluation instrument used to identify a learner's educational ability or progress. These assessments may be formal or informal using a publisher or

locally developed instrument. Non-NRS assessments may not be used to identify a learner's educational level or educational gain.

NRS Assessment: An assessment of educational ability that has been approved by USED for reporting a learner's educational functioning level and educational gain.

O

Official Practice Test (OPT): A non-NRS assessment that simulates the Official GED Tests. Results of the OPT may be used to interpret a learner's readiness to take the official tests.

On Public Assistance: A learner is receiving financial assistance from federal, state, or local government agencies, including Temporary Assistance for Needy Families (TANF) or equivalent general assistance, food stamps, refugee cash assistance, old age assistance, and aid to the blind or totally disabled. Social Security benefits, unemployment insurance, and employment-funded disability are not included under this definition.

Other Phone: A ten-digit number used to contact a learner other than at work or a residence.

Other Institutional Setting: Any other medical or special institution.

P

Payment Amount: The amount of money paid by a learner to attend a program.

Payment Date: The date the learner made payment to attend a program.

Payment Information: The financial information related to a learner participating in a program. This covers any tuition, registration fees, textbook fees, or other costs paid by the learner.

Payment Number: The number on a check, money order, or voucher identifying the learner's payment.

Payment Type: The method of payment by the learner including check, money order, cash, credit card, or other forms.

Post-secondary education or training: The learner enters another education or training program, such as a community college, trade school, a four-year college, or university. The education or training program must not duplicate other services or training received regardless if those services or training were completed.

Post-secondary Number: A unique identifying number assigned to a learner by a post-secondary education or training institution. This number may be a social security number or institution specific number. Length and composition of the number may vary.

Post-test: A state approved assessment administered to a learner at regular intervals during a program to measure learner educational functioning level and gain.

Pre-test: A state approved assessment administered to a learner upon entry into the program to initially place the learner at an educational functioning level.

Primary NRS (Goals): Also described as learner outcome measures and follow-up goals, the primary NRS goals represent federal measures of the core outcomes for state and local program performance in the *Adult Education and Family Literacy Act (AEFLA)* of the *Workforce Investment Act of 1998*. Five goals represent the primary NRS including educational gain, employability, credentialing options, and post-secondary.

Program type: Describes the main emphasis of instruction for a set of classes. Examples are workplace literacy and family literacy.

R

Registration Date: The official date the learner completes the registration form to join a program.

Released from Compulsory Attendance: Official documentation signed by a local school system identifying a learner as being released from attending public school.

Release of Information: A statement acknowledged by the learner through a signature indicating how the information may or may not be used that is provided on the student intake form and related documents.

Retain employment: The learner remains employed in the third quarter after the exit quarter.

S

Set Date: The specific date the learner identified the designated goal.

Scale Score: The converted raw score of an approved assessment used for placing learners in educational functioning levels.

Secondary NRS (Goals): Also described as learner outcome and status measures, the secondary NRS goals represent federal measures that are optional for reviewing outcomes of state and local program performance in the *Adult Education and Family Literacy Act (AEFLA)* of the *Workforce Investment Act of 1998*. Secondary NRS goals are not required and are not the basis for assessing program performance.

Single Parent Status: Learner has sole custodial support of one or more dependent children.

Social Security Number: Nine-digit personal identification number issued by the federal government.

State (address): The state where the learner resides.

State (Goals): Learner outcomes representing state measures that are optional for reviewing state and local program performance. State goals are not required.

Student Number: The official number assigned to a learner by the program or a uniquely identifying number assigned by a data system.

T

Target Date: The official date the learner has identified for completing the identified goal.

Test-taking Aides: Non-accommodation specific materials or tools that may be used by learners to complete an assessment. A magnifying glass or straight-edge are two common examples.

Test Date: The official date the learner completes the assessment.

Test Type: The official test name of the assessment completed by the learner. Examples include the TABE test or CASAS.

Test Subject: The area of focus of the administered assessment. Examples include oral, reading, speaking and listening, mathematics, or writing.

Test Form/Level: The specific identifying form or level of the assessment as developed by the publisher for instruments that have multiple versions.

U

Unemployed (in Labor Force): A learner who is not working, but is seeking employment, and who has made specific efforts to find a job and is available for work.

Unemployed (Not in Labor Force): A learner who is not employed and is not seeking employment.

W

Work Phone: A ten-digit number used to contact a learner at work.

Workplace literacy programs: A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by:

- Providing adult literacy and other basic skill services and activities, including basic computer literacy skills,
- Providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent, or
- Meeting the literacy needs of adults with limited English proficiency.

Z

Zip code: The five-digit or nine-digit identifying federal number of the learner's residence.